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ABSTRACT

The content is outlined and the terminal and enabling objectives are provided for a curriculum area on individual behavior (see EM 010 421, EM 010 422, EM 010 423, EM 010 452, EM 010 453, and EM 010 466), part of an introduction to psychology and leadership course for the United States Naval Academy (see the final reports which summarize the course development project, EM 010 418, EM 010 419, and EM 010 484). EM 010 420 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

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UNITED STATES NAVAL ACADEMY

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

MAY 1971

PART TWO

INDIVIDUAL BEHAVIOR

CONTENT OUTLINE

TERMINAL AND ENABLING OBJECTIVES

EM 010 502

Westinghouse Learning Corporation
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2083 West Street
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United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART TWO

INDIVIDUAL BEHAVIOR

Content Outline

Terminal and Enabling Objectives

May 1971

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

United States Naval Academy

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INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART TWO

INDIVIDUAL BEHAVIOR

Segment I

Introduction to Psychology

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

INTRODUCTION TO PSYCHOLOGY

A. Attempts to Study Human Behavior

1. Historical Background (Ruch, pp. 3-4)

a The study of psychology is nothing new. Man made attempts to understand himself and others, and the world around him, long ago. Approaches to psychology include:

1) Early explanations

2) Renaissance science

3) Mind-body problem

4) Experimental physiology

5) Psychophysics

b. The first major schools of psychology

1) The structuralists

2) The functionalists

3) The behaviorists

2. Common misconceptions about psychology (Morgan, p. 1)

a. Nearly everyone acquires misconceptions about psychology in the course of living in the everyday world.

b. Most misconceptions occur because people don't pay attention to significant data or events.

c. Being amateur observers, many people have mistaken opinions based on inaccurate observations.

d. Twenty common half-truths are presented in Morgan, p. 27. All the statements are false, in some cases because of loose wording or overgeneralization. These statements, however, are typical of the assertions often heard from people who are untrained in psychology (Morgan, p. 27). (Half-truths acquire the properties of labels, and when they are commonly used and readily accepted, efficiently

they deter further investigation of the subject. The midshipman should be aware that the presence of such labels indicates that precise investigation of the facts has not occurred.)

B. Difference Between Psychology and Psychiatry

The following information is a paraphrase of material from Case Studies in Behavior Modification (Ullman and Krasner).

1. Psychology is the science of the behavior of organisms (Ruch, pp. 8-9).

   a. Psychology is a large body of systematized knowledge which can be taught, and which is the best foundation for developing and understanding behavior (Morgan, p. 2).

   b. Behavior (rather than mind, thoughts, and feelings) is the subject of psychology because it alone can be observed, recorded, and studied (Morgan, p. 2).

2. Psychiatry is a direct outgrowth of medicine, and is concerned with mental disorders.

   a. The subject of psychiatry is the mind, thoughts, and feelings.

   b. Psychiatry attempts to treat mental disorders, just as medicine attempts to treat physical disorders.

C. Reasons for Studying Human Behavior in a Course on Leadership

1. To explain human behavior because leadership concerns human relations, as involved in the relationship between one person and a group (Wolfe and Mulholland, p. 3). This explanation will help to:

   a. Do away with overgeneralizations such as superstitious half-truths.

   b. Understand why individuals and groups behave the way they do.

2. The body of psychological knowledge contains many procedures for the modification of human behavior which have been empirically validated and refined (Tosti, WLC). The leader, by knowing these procedures and the principles from which they are derived, can more

effectively influence the behavior of those with whom he interacts. This procedure primarily relates to:

a. Training procedures: Directly modifying behavior to accomplish an objective in the manner desired, e.g., the United States armed services have developed training procedures in which they attempt to control the future behavior of their men by presenting them with problems that simulate conditions they will meet later (Ruch, p. 19).

b. Motivational procedures: The leader must know the procedures relevant to the successful motivation of people in order to accomplish a mission, e.g., improvement of morale can lead to more efficient performance on the job. The procedure must also maintain this motivation (Hays and Thomas, pp. 172-173).

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Outline Reference	Terminal and Enabling Objectives	
A	Given several choices, the M will be able to identify the best discussion of the historical evolution of psychology toward an empirically based science.	TO 1
A.1.	Given descriptions of each of the first major schools of psychology, the M will be able to identify the school described by each.	EO-1
A.2.	The M will be able to identify the cause(s) for the existence of half-truths concerning human behavior by selecting the statement(s) which best reflect(s) their origin.	TO 2
A.2.	The M will be able to select, from several choices, the best description of the effect of the use of half-truths in explaining behavior.	EO-1
B.	Given several choices, the M will be able to select the narration which best describes the difference between psychology and psychiatry.	TO 3
B.1.	Given several choices, the M will be able to select the description of the defining attributes of psychology.	EO-1
B.2.	Given several choices, the M will be able to select the description of the defining attributes of psychiatry.	EO-2

Outline Reference	Terminal and Enabling Objectives	
C.	Given several narratives describing why it is valuable for an M to study human behavior in a course on leadership, the M will be able to select the one that best explains the reasons.	TO 4
C.1.	Given the instruction to identify the correct purpose(s) of acquiring the ability to explain human behavior, the M will be able to select the correct one(s) from several choices.	EO-1
C.2.	Given the instruction to identify the benefit(s) derived from the leader's ability to influence human behavior, the M will be able to select the correct one(s) from several choices.	EO-2

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART TWO

INDIVIDUAL BEHAVIOR

Segment II

Behavior and Its Observation

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

BEHAVIOR AND ITS OBSERVATION

A. Types of Behavior

1. Covert: Behavior which one cannot see, such as thinking or daydreaming, and some micro-motor behavior, such as muscle movement (Skinner, pp. 242-256; Ruch, p. 335: Morgan, pp. 259-264).

2. Overt: Behavior which can be observed by others (Ruch, p. 732; Morgan, p. 2).

   a. Verbal

   b. Motor

3. Affective: An emotional response which is overtly reported or is inferred from other overt behavior, such as physiological changes, e.g., a Naval officer in flight training smiles broadly because he has just soloed. Joy or pleasure can be inferred from this overt behavior.

B. Observation and Measurement of Behavior

1. Methods of observation

   a. Casual: Observation of what is going on around a person in a rather haphazard manner; not scientific.

   b. Natural: Keen and persistent observation of what is going on around a person (Morgan, p. 7).

   c. Introspective: A technique which attempts to observe "conscious processes and states such as thinking and emotion which go on in the mind...." "....The most serious charge against the introspective method is that its findings cannot be checked by another observer: An observer can do no more than analyze the subject's verbal report which is not the same thing as analyzing the consciousness itself." (Ruch, pp. 20-21)

d. The experimental method

1) Components of the method (Morgan and King, pp. 15-20; Ruch, pp. 27-31)

a) Variable: Something that changes

b) Dependent variable: The variable that changes as a result of introducing a new variable (or condition)

c) Independent variable: The variable that may be introduced, and is responsible for changes in the dependent variable

2) Application of the method

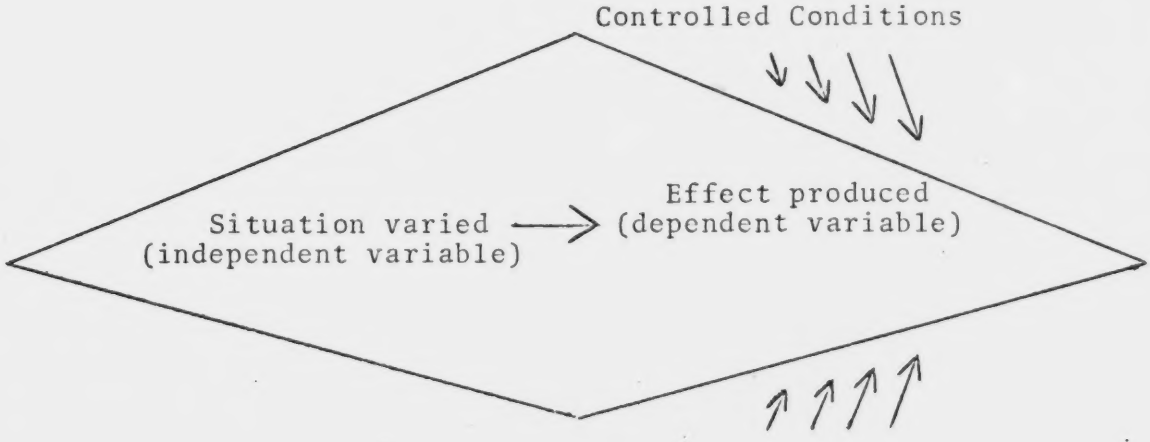
a) Identify the dependent variable (person's behavior--response to a stimulus)

b) Introduce an independent variable or change a condition

c) Keep all other conditions constant

d) Observe the results by looking for effects of the change or new variable on the independent variable under observation

3) Model (adapted from Morgan and King, p. 15)



One condition is allowed to change, and its effect on another condition is measured. Other potential influences which might affect the outcome are controlled.

4) Outcomes of the experimental method (Dr. James Evans, personal communication)

a) Description: The statement of a functional relationship between dependent and independent variables (Ruch, p. 16)

b) Prediction: A statement about the change in a dependent variable as a result of some knowledge about the independent variable

c) Control: The ability to manipulate behavior on the basis of previously determined outcomes, i.e., description and prediction

2. Operational definitions

a. Careful definition of terms is essential to clear thinking in all the sciences. (Morgan and King, p. 14)

1) Precise definitions are necessary in order to convey the same meaning from one person to another so there will be no mistake about what is meant. (Morgan and King, p. 14)

b. Psychologists use operational definitions which define concepts in terms of the observable operations used to measure them; usually referred to an agreed upon standard. (Morgan and King, p. 14)

1) The concept of "length" is defined in terms of observable measuring operations (the 12" ruler was put down 5 times across the table). (Morgan and King, p. 14)

2) The concept of "hunger" is defined in terms of observable behavioral operations. (Hunger is displayed if, after a specified time of depriving a person of food, he eats when food is presented to him.) (Ruch, p. 23)

c. Intention-performance congruency--an example of using operational definitions

1) Intention: What a person says about his future performance

a) Oral

b) Written

2) Performance: What a person does

a) Observable

b) Measurable

3) There can be intention-performance congruency and intention-performance incongruency. Congruency: performance is consistent with intentions. Incongruency: performance is inconsistent with intentions.

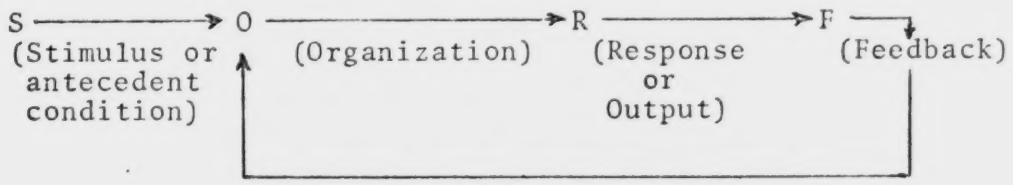
C. Adjustive Behavior: Behavior Depends on Its Antecedents and Consequences.

1. Definitions of Adjustive behavior

a. General: Activities by which men or the lower animals attempt to meet the demands made upon them by biological and social needs (Ruch, p. 720)

b. Operational: A person displays adjustive behavior when, after making a response to a particular stimulus, he receives feedback in the form of some change in the environment and modifies his behavior accordingly.

2. Model for adjustive behaviors: Stimulus, organization, response, feedback



(adapted from Ruch, p. 41)

a. Stimulus: Those antecedent environmental conditions which elicit the execution of behavior (WLC) such as:

   1) Orders, policies, directives

   2) Calls to stations (battle, flight, etc.)

   3) Emergencies, e.g., explosions

b. Organization: Processes by which sensory information is assimilated and structured, based on condition of the organism and past experience. Organization is always inferred, and can never be directly observed. (Ruch, p. 40)

c. Response: Anything a person says or does; a reaction to environmental conditions; output; (WLC) such as:

   1) Compliance with orders, policies, directives

   2) Reporting immediately to stations

   3) Acting without hesitation in the correct manner during emergencies

d. Feedback: Knowledge of results, or that change in the environment which was effected by a response and which then acts as a stimulus to modify future responses

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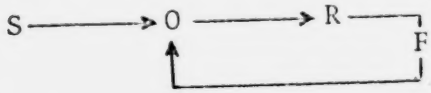
Outline Reference	Terminal and Enabling Objectives	
A.	Given examples of any form of human response, the M will be able to differentiate each into the correct classes. (Covert, overt, or affective)	TO 1
A.1.	The M will be able to identify the correct definition of covert behavior from several choices.	EO-1
A.2.	The M will be able to identify the correct definition of overt behavior from several choices.	EO-2
A.3.	The M will be able to identify the correct definition of affective behavior from several choices.	EO-3
B.1.	Given an example of observation of behavior, the M will be able to select the type of observation method being employed.	TO 2
B.1. (a,b,c)	The M will be able to identify from each of several descriptive choices, the correct description of: a. Casual observation. b. Natural observation. c. Introspective observation.	EO-1
B.1.d	Given an example of a research testing some hypothesis about senior-subordinate relations, the M will be able to identify which steps in the example represent the component of the experimental method.	TO 3

Outline Reference	Terminal and Enabling Objectives	
	a. Observe the dependent variable.	TO 3
	b. Introduce an independent variable.	
	c. Keep all other conditions constant.	
	d. Observe the results by looking for effects of the change or new variable on the dependent observation.	
B.1.d. (1)	Given several choices, the M will be able to identify the correct definition of "dependent variable."	EO-1
B.1.d. (1)	Given several choices, the M will be able to identify the correct definition of "independent variable."	EO-2
B.2.	Given example of the incomplete application of the experimental method, the M will be able to select from several choices the component or components which make the application complete.	EO-3
B.1.d. (4)	Given several examples is which the experimental method has been employed, the M will be able to identify the purpose of each. (As either an attempt to describe, predict, or control)	EO-4

Outline Reference	Terminal and Enabling Objectives	
B.2.	Given an abstract term, the M will be able to identify the statement which offers the best operational definition of that term from several choices. (By using the rule: Concepts are defined in terms of the operations used to measure them.)	TO 4
B.2.c.	The M will be able to evaluate descriptions of subordinate intention-performance behavior and classify each description. (As an example of intention-performance congruency and intention-performance incongruency)	EO-1
B.2.c.	Given several examples of the behavior of a seaman, the M will be able to evaluate each and identify which aspects represent intention and which aspects represent performance. (By using the operational definitions of the two terms)	EO-2
C.1	Given a description of adaptive human behavior, the M will be able to evaluate the adjustive dynamics involved by selecting from several choices the paragraph which best describes the interaction of stimulus, organization, response, and consequent feedback.	TO 5
C.1.b.	The M will be able to identify from several choices the operational definition of adjustive behavior. (A person displays adjustive behavior when, after making a response to a particular stimulus, a consequent change in the environment occurs which provides feedback to modify his future actions.	EO-1

Outline Reference	Terminal and Enabling Objectives	
C.2.	Given a complete description of a behavioral situation typically found in a military setting, the M will be able to identify, from several choices, the elements: 	TO 6
C.2.a.	Given several choices, the M will be able to identify the correct definition of stimulus.	EO-1
C.2.b.	Given several choices, the M will be able to identify the correct definition of organization.	EO-2
C.2.c.	Given several choices, the M will be able to identify the correct definition of response.	EO-3
C.2.d.	Given several choices, the M will be able to identify the correct definition of feedback mechanism.	EO-4

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART TWO

INDIVIDUAL BEHAVIOR

Segment III

Learning

WESTINGHOUSE LEARNING CORPORATION

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1971

LEARNING

A. Heredity vs. Environment

1. Effects of heredity (Morgan, p. 36)

   a. Produces structure (which biases behavior): e.g., short legs--can't run fast; perfect pitch--helps to be good musician.

   b. Produces instinctual acts

      1) Reflexes (preprograming)

      2) Complex chains (in lower animals)--not applicable

   c. Conditions for instinctive behavior (Morgan, p. 37)

      1) Evidence that the behavior is genetically determined

      2) Behavior must appear full-blown at the first appropriate opportunity without previous training or practice.

      3) No longer controlled by the initiating stimulus.

   d. Conclusion (Morgan and King, p. 39)

2. Effects of environment

   a. Physical damage, e.g., loss of limb, or brain damage

   b. Learning: Process which brings about a change in the individual's way of responding as a result of contact with aspects (stimulus conditions) of the environment (Ruch, p. 181)

   c. Effects of environment begin at conception.

3. Conclusion (Morgan and King, p. 39)

B. Learning: Achievement and Performance

1. Description of achievement produced by learning (Gilbert, Praxeonomy Institute)

   a. Acquirement: The repertoire of behaviors (overt or covert) that the individual has learned (acquired) regardless of their usefulness.

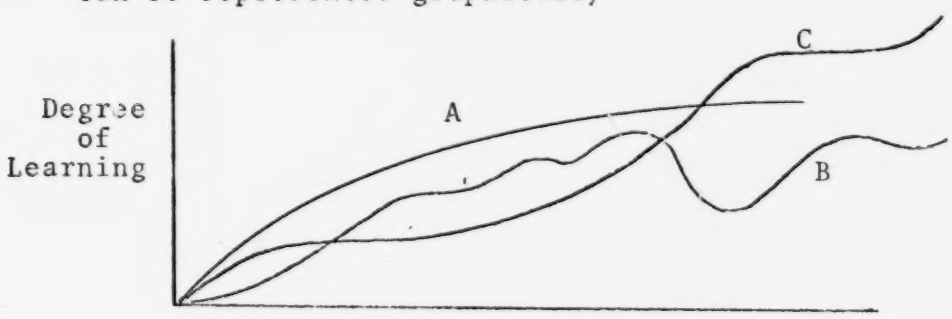
   b. Performance: The valued outcome of what an individual has learned, the demonstration of acquirement.

   c. Example of the difference between acquirement and performance:

      An enlisted man is shown how to turn on an emergency valve by his superior. The enlisted man knows what to do and can even describe the operation; but until there is a reason for him to actually execute the behavior (a valued outcome) he will not perform the act of turning on the valve.

2. Learning Curves:

   a. The rate of learning, as measured by performance, can be represented graphically:



      1) The base line shows unit of practice, e.g.,

         (a) Number of trials

         (b) Amount of time spent in practice

      2) The vertical axis indicates degree of learning as measured by some index of performance, e.g.,

         (a) Percentage of correct responses

         (b) Amount of time on target

         (c) Score in points

3) Curve A illustrates rapid initial improvement, followed by decreasing gains from practice (Example--Military)

4) Curve C indicates little or no improvement initially, after which there is a period of rapid improvement, which in turn is followed by little further improvement. (Example--Military)

5) Curve B indicates the irregular nature of most learning curves; that is how performance fluctuates during learning. (Example--Military)

b. Possible causes for the irregular nature of most learning curves (illustrated by Curve B above)

1) Plateau: Period during which there is little or no measurable improvement in performance--may be due to a temporary loss of motivation

2) Drops in the learning curve: These irregularities are more typical of the early stages in learning but may occur any other time--may be due to change in motivation (distraction, worry, fear of failure)

C. Kinds of Learning* (Ruch, pp. 181-199; N-106)

1. Conditioning: Form of learning in which conditioned responses are established. A conditioned response is a response learned in the presence of a stimulus that was not originally capable of arousing the response by pairing it with a stimulus which does control the response.

2. Discrimination: Learning in which the task is to distinguish between two or more stimuli which differ in some detail or between a stimulus and no stimulus

3. Verbal: Any case of learning to respond to or with words

4. Motor skill: Learning in which performance involves primarily the use of the muscles

5. Mixed Learning: Learning which involves two or more of the above types of learning

6. Attitude learning: Learning in which attitude changes are involved; i.e., disposition to respond favorably or unfavorably to objects, persons, or situations

7. Problem solving: Learning in which principles already learned are combined into a variety of novel, higher-order principles in order to arrive at a problem solution

*(NOTE: There is still some question as to whether there is only one learning process or many [Ruch, p. 181].)

D. Concepts and Operations in Controlling Behavior (Taber, Glaser, and Schaefer, pp. 17-22; Skinner, pp. 59-70; Morgan, pp. 199-210; Ruch, pp. 183, 187-189; 205-206, 222-223; Marine Officer's Guide, pp. 342-343; Wolfe and Mulholland, pp. 194-200)

1. Factors in acquirement

   a. Definition of stimulus control: When an individual responds in a certain way to a given stimulus, that stimulus can be considered to control behavior.

   b. Establishing stimulus control: A primary objective of a leader is to modify subordinate behavior. To accomplish this, the leader must:

      1) Identify the stimuli which currently control the behavior of the subordinate.

      2) Determine the components of the performance (the responses he wishes the subordinates to produce).

      3) Arrange the stimulus conditions which will result in the desired response.

      4) Provide reinforcement.

2. Factors in performance

   a. Consequences for behavior are the events which follow the occurrence of a response and may have an effect upon future behavior.

   b. The process of providing reinforcement: The provision of consequences for behavior which have the effect of increasing the probability of the behavior's future occurrence.

3. Influencing behavior by positive reinforcement (Homme)

   a. Definition of positive reinforcement: That consequent event which by its occurrence increases the probability of the response it is contingent upon

      1) Reinforcing stimuli: Reinforcing events designated by their stimulus characteristics such as pay, candy for a child. Military examples are:

         a) Timely and appropriate recognition for personal achievement and exceptional performance, e.g., medals, ribbons, letter of commendation, assignment to minor positions of authority.

         b) Rewarding subordinates with praise when particularly deserved--publicly as well as privately, e.g., expression of thanks, a pat on the back.

         c) Giving credit to appropriate persons

      2) Reinforcing responses: Reinforcing events characterized by their response characteristics, e.g., giving an individual the opportunity to engage in some behavior highly satisfying to him, such as participating in a football game after completion of a certain task

   b. Establishing behavior (Homme; Taber, Glaser, and Schaefer, pp. 18-19)

      1) The reinforcing event must immediately follow the response to be reinforced.

      2) Reward of successive approximations: Providing positive consequences (reinforcement) for only those responses approaching desired terminal performance

         a) Shaping performance: The frequent reinforcement of approximations to the desired responses to bring them closer to final desired performance

b) Example of reinforcement of successive approximations (often involves feedback):

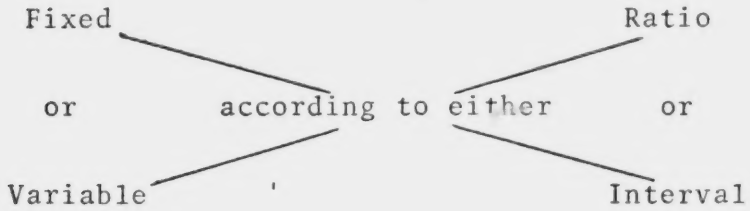
A new recruit is learning to fire a service rifle and his hits are far off the bull's-eye. His platoon sergeant encourages and compliments the recruit each time his shots come close to the bull's-eye. As the recruit's performance improves and he approximates what is required, the sergeant establishes successively more rigorous standards, i.e., he contracts the permissible margin of error. The sergeant continues to do this until the recruit is firing only pin wheels.

3) Increasing and maintaining performance: Reinforcing performances that meet the norm so that they remain at a high level

a) Schedules of reinforcement

Ratio--(number of performances)
Interval--(passage of time)

Reinforcement may be:



(1) Types of schedules

(a) Intermittent. A reinforcing consequence is not provided for every correct response, e.g., praising a subordinate's superior performance (Skinner, p. 99). This schedule produces resistance to extinction.

(b) Continuous: A reinforcing event follows every recurrence.

(2) Types of intermittent schedules

(a) Fixed ratio: The schedule of positive consequences depends on the number of correct responses of the individual, e.g., centurion award upon completion of 100 carrier landings (Skinner, p. 102).

(b) Fixed interval: Positive consequences for correct responses are provided at regular intervals, e.g., awarding the good conduct ribbon for every three years of exemplary service (Skinner, p. 100).

(c) Variable ratio: Positive consequences are distributed at random over a considerable range of correct performances and the probability of reinforcement at any moment remains essentially constant. This schedule of reinforcement maintains performance at a high peak, e.g., praising the catapult crew on a very random basis for their consistently high performance during the long working hours of a combat zone cruise (Skinner, p. 104).

(d) Variable interval: Positive consequences are distributed at random over a given time period. The behavior will stabilize at a given rate under any length of interval (although stability of performance might be the objective), e.g., the officer who makes an inspection at random intervals (Skinner, p. 102).

c. Eliminating unwanted behaviors (Homme; Taber, Glaser, and Schaefer, pp. 28-30)

1) Extinction: The elimination of a response from an individual's repertoire through the withholding of all positive consequences for that response (Morgan, p. 206). Once the decision is made to withhold a reinforcer, an exception must not be allowed to occur because an intermittent schedule could be maintained thus producing resistance to extinction.

2) Reinforceing incompatible behavior: Reinforcing a behavior which is incompatible with the one being extinguished. It is necessary that these two operations--reinforcement of desirable behavior and extinction of the undesirable one--occur simultaneously.

3) Example of reinforcing incompatible behavior:

A midshipman who has a noisy roommate would withhold reinforcement following noise-making behavior, and reinforce any tendency toward less obstreperous behavior.

4. Control by aversive stimulation (Homme; Taber, Glaser, and Schaefer, pp. 24-26; Morgan, p. 207)

a. Negative reinforcer: That consequent event which terminates an existing aversive stimulus and thus increases the probability of the response it is contingent upon.

b. Escape learning: Learning to get away from an aversive event (Morgan, p. 205).

1) Examples of escape learning

a) An attack by the enemy may be terminated by the response of firing upon him. The termination of the attack is a negative reinforcer.

b) Termination of events generally characterized by terms such as painful, frightful, boring annoying, and threatening, may result in negative reinforcement if the termination is contingent upon the omission of some behavior.

2) General paradigm for escape learning:

$$AS \longrightarrow R \longrightarrow \overline{AS}$$

c. Avoidance learning: Learning to omit behavior which will prevent occurrence of the aversive event.

1) Stage one: The establishment of the Threat Stimulus

$$ST \longrightarrow AS \longrightarrow R \longrightarrow \overline{AS}$$

2) Stage two: The establishment of the Avoiding Response

$ST \longrightarrow R \longrightarrow \overline{AS}$

3) Effect of removal of the Threat Stimulus on Avoidance Behavior:

a) Removal of the Threat Stimulus relieves the Avoidance Behavior unless the threat has become generalized.

d. Punisher: An aversive stimulus which follows a response and frequently serves to suppress it (characterized by avoidance).

1) Usually follows an incorrect response (or absence of response) and temporarily decreases the likelihood of that response being made again

2) Used to suppress unwanted behaviors

3) Does not eliminate unwanted behaviors: When the threat is removed the behavior will tend to recur.

4) Examples of punishment: Extra duty, forfeiture of pay, confinement, e.g., failure to display proper clothing during a "junk on the bunk" inspection might result in being put on extra duty.

e. Punishment as a means of changing behavior

1) "Punishment, in general, only temporarily eliminates learned responses. When a response is strongly motivated and there is no alternative response, punishment is relatively ineffective in eliminating undesirable behavior. Punishment may be effective, however, when it serves a cue for making alternative responses" (Morgan & King, p. 113).

2) Punishment may serve a cue function. In effect mild punishment may be used to signal a wrong response so that correct one may be reinforced and the wrong one extinguished (relate to Morgan & King, pp. 100-103).

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Outline Reference	Terminal and Enabling Objectives	
A.1.c.	When asked to determine which of several descriptions of behavior may be classified as instinctive, the M will select the description which meets the criteria (based on his knowledge of the conditions for instinctive behavior).	TO 1
A.1.2.	The M will be able to draft a paragraph which best describes the interplay of heredity and environment on the determination of behavior.	TO 1A
B.2.	The M will be able to differentiate between acquirement and performance by selecting, from several choices, the paragraph which best depicts the differentiation.	TO 2
B.2.a.	Given several choices, the M will be able to select the correct definition of "acquirement."	EO-1
B.2.b.	Given several choices, the M will be able to select the correct definition of "performance."	EO-2

Outline Reference	Terminal and Enabling Objectives	
C.	Given examples depicting the performance of learned behavior on board ship, the M will be able to classify each as an example of one of the types of learning (using the definitions of each type).	TO 3
C.1.	The M will be able to select, from several choices, the correct definitions for: a. Conditioning b. Discrimination c. Verbal d. Motor e. Mixed learning f. Attitude learning g. Problem solving	EO-1
D.	Given a narrative description of undesirable subordinate behavior, the M will be able to select, from several choices, the action he, as a leader, could take to most likely cause a desirable change--by using the principles: a. Stimulus control b. Positive and negative reinforcement c. Successive approximations d. Schedules of reinforcement e. Punishment f. Extinction	TO 4
D.1.a.	Given several descriptions of behavior, the M will be able to select those which represent specific stimulus control.	EO-1

Outline Reference	Terminal and Enabling Objectives	
D.1.b.	The M will be able to identify the steps for establishing stimulus control by selecting, from several choices, the description of an officer's actions which exemplify each of the steps. As: a. Identify the stimuli which currently control behavior. b. Determine the components of the performance (the response desired). c. Arrange the stimulus conditions which will result in the desired response. d. Reinforce the behavior.	TO 4 EO-2
D.1.b.	Given examples of a leader's provision of consequences for a subordinate's behavior, the M will be able to identify those which illustrate the principle of reinforcement (using the definition).	EO-3
D.3.a.	Given several examples of the provision of consequences by an officer for a subordinate's activities, the M will select that which represents positive reinforcement.	EO-4
D.1.b.	Given an illustration of a learning curve (one which represents the irregular nature of most learning curves), the M will be able to identify those portions of the curve which represent: a. Periods during which there is little or no measurable improvement in performance b. Decreases in performance	TO 4A

Outline Reference	Terminal and Enabling Objectives	
D.1.b.	The M will be able to select, from several choices, the paragraph which best describes possible causes for the irregular nature of most learning curves.	TO 4A EO-1
D.1.b.	From several statements, the M will be able to select the correct definition for each of the following terms: a. Learning curve b. The base line and the vertical axis in a learning curve	EO-2
D.1.b.	Given an example of three learning curves (A,B,C in the content) the M will be able to select, from several choices, a statement which describes what each curve (A,B,C) represents (with regard to learning progress).	EO-3
D.3.	Given a description in which a subordinate displays exceptional performance on a task, the M will be able to identify from several alternatives the action he should take to provide positive reinforcement for that subordinate.	TO 5
D.3.a.3)	The M will be able to evaluate a description in which a leader delays the application of reinforcement, and based on this evaluation, he will be able to select, from several choices, the rule being violated. (The reinforcing event must be immediate.)	EO-1

Outline Reference	Terminal and Enabling Objectives	
D.3.b.	Given a problem situation describing a subordinate's unsatisfactorily performed task, the M will be able to identify, from several choices, the statement which correctly describes the procedure the leader should have used for ensuring satisfactory subordinate performance (using his knowledge of successive approximations).	TO 6
D.3.b.2)	Given narrative descriptions of a leader administering positive reinforcement for desirable subordinate behavior, the M will be able to classify each as an example of variable/fixed, interval/ratio schedule (using the definitions).	EO-1
D.3.b.2)	The M will be able to select from several choices the effects of: a. Fixed ratio schedule b. Fixed interval schedule c. Variable ratio schedule d. Variable interval schedule on a specific behavior	EO-2
D.3.c.	Given a description of a situation in which a leader desires to eliminate an unwanted behavior of a subordinate, the M will be able to identify the statement that best characterizes the elimination of the behavior, from several choices (according to the rule: Reinforce desirable behavior and extinguish undesirable behavior).	TO 7
D.3.c.1)	Given several choices, the M will be able to select the correct definition of "extinction."	EO-1

Outline Reference	Terminal and Enabling Objectives	
D.3.c.2)	Given choices, the M will be able to select the correct definition of "incompatible behavior."	TO 7 EO-2
D.3. and C.4.	The M will be able to select, from several choices, the paragraph which best contrasts differences between any pair below: a. Positive reinforcement b. Negative reinforcement c. Punishment d. Extinction	TO 8
D.4.a.	The M will be able to select, from several choices, the correct definition of "negative reinforcer."	EO-1
D.4.b.	The M will be able to select, from several choices, the correct definition of "punisher."	EO-2
D.4.e.	Given a description of the behavior of an enlisted man which is deemed undesirable, the M will be able ot select, from several choices, the correct method of using punishment to achieve a desirable change in the behavior.	TO 9

Outline Reference	Terminal and Enabling Objective	
D.4.e.	Given a description of a situation in which an officer is using mild punishment intermittently in an attempt to eliminate a subordinate's undesirable behavior (a well learned habit) the M will be able to select, from several choices, the best explanation of what effect the officer's action will most likley have on the subordinate's behavior and why that effect will occur (based on the principle: Mild punishment administered on an intermittent basis, for a well-learned habit, will be ineffective in the long run for eliminating the habit).	TO 9 EO-1
D.4.e.	Given a description of a situation in which an officer has used punishment to eliminate an undesired behavior, the M will be able to select, from several choices, the best explanation of what effect the officer's action will most likely have on the subordinate's behavior and why that effect will occur. (See Morgan & King, p. 103--"Conclusions about punishment")	EO-2

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART TWO

INDIVIDUAL BEHAVIOR

Segment IV

Factors Affecting Learning

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

FACTORS AFFECTING LEARNING

A. Factors Affecting Initial Learning

1. Incentive and feedback

a. Extrinsic reinforcement (Ruch, p. 223)

1) That which motivates a person to action (performing or engaging in a task), but which has no inherent relationship to the task.

2) Contingent reinforcing events which have no inherent relationship to the task(WLC). For example:

a) Praise

b) Awards and decorations

c) Grades

3) Learning is enhanced if reinforcement immediately follows the response to be learned. A delay in the delivery of reinforcement decreases the likelihood that the response will be learned.

b. Intrinsic reinforcement: When the task is such that a person engages in it for its own sake, the task is said to have intrinsic reinforcing properties. (Ruch, p. 223)

c. Feedback: A person who receives feedback regarding the correctness or error of the performance task to be learned will learn more rapidly than an equally motivated person who receives no feedback. (Ruch, pp. 229, 253)

1) Effects on acquirement

(a) Allows the person to associate his achievement with desired outcome or norm

(b) Knowledge of results

(1) Brings self-corrective behavior to bear (error discrimination), e.g., studying the test item missed

(2) Knowing how much he is off allows for more precise correction.

2) Effects on motivation

(a) May increase incentives

(b) Provides opportunity for demonstrating newly acquired skills

2. Characteristics of the task to be learned

a. Meaningfulness (Kimble and Garmezy, p. 222)

1) Meaningful associations with the task facilitate learning

2) The rate of verbal learning depends greatly upon the meaningfulness of the material, i.e., as meaningfulness increases, fewer trials are necessary to learning and vice versa.

b. Use of mediators

1) A mediator is a meaningful response already in a person's repertoire which can aid in the learning of new tasks by the association of the meaningful response with new stimuli.

2) The use of mediational devices increases retention.

c. Distribution of practice (Ruch, pp. 227-229)

1) Whether massed or distributed practice is better depends on the learning task and the state of learning.

2) Distributed practice avoids the lowered efficiency caused by fatigue or boredom and is superior for rote learning up to a certain level of complexity.

3) Massed practice

a) Followed by distributed practice is best

b) Best for logical reasoning problems

NOTE: Distribution of practice to be treated by use of USNA experiment.

3. Prior learning (Ruch, pp. 227-229; Kimble and Garmezy, p. 243)

   a. Positive transfer (facilitation): A new task is made easier to learn (facilitated) because of prior learning of another task; positive transfer results when the prior task and the present task have similar stimulus-response combinations.

   b. Negative transfer (competition):: Interference of a prior learning task with the learning and recall of a new task; negative transfer may result when stimuli used in the prior activity must be related to different responses.

B. Factors Affecting Retention (Kimble and Garmezy, pp. 241-244)

   1. Cause for decreased retention

      a. Competition: (retroactive inhibition) Difficulty in remembering because of activity or learning which goes on between learning and recall (Ruch, pp. 249, 736; Morgan, pp. 239-242)

         1) Conflicting associations must be learned.

         2) The items to be learned are not clearly differentiated from each other.

         3) Highly similar interpolated learning may result in decreased performance on the original task.

      b. Inadequate original learning: Forgetting because material was only partially learned (Ruch, p. 248)

      c. Decreased retention is not a function of the passage of time.

   2. Stimulus and response factor in retention

      a. Stimulus similarity

      b. Response similarity

      c. Sequence similarity

3. Aids to retention

   a. Overlearning: Person continues practice after acquirement.

   b. Remembering is increased by review

      1) Time: Reviewing as soon as possible after learning

      2) Frequency: Reviewing as often as possible or necessary

   c. Use of mediation increases retention.

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Outline Reference	Terminal and Enabling Objectives	
A.1.	Given several descriptions of alternate ways in which an officer might structure a learning task for a group of men, the M will be able to select the description which provides the best method for learning the task. (Based on the principles of incentive and feedback.)	TO 1
A.1.a.b.	The M will be able to select, from several choices, the paragraph which best differentiates between extrinsic and intrinsic reinforcement.	EO-1
A.1.a.	Given several examples depicting an officer's provision of extrinsic reinforcement for a subordinate's performance, the M will be able to select those examples which illustrate the correct use of the principle. (Of "immediate provision of reinforcement.")	EO-2
A.1.c.	Given several examples of feedback and nonfeedback conditions during a learning task, the M will be able to select those examples which show feedback.	EO-3
A.2.	Given a description of a situation in which a seaman is having difficulty in learning how to perform a task, the M will be able to select, from several choices, the description of the best way he can successfully learn the task. (Based on the principles of meaningfulness, mediation, and distribution of practice.)	TO 2

Outline Reference	Terminal and Enabling Objectives	
A.2.a.	Given several choices, the M will be able to select the best description of the effect meaningfulness has on learning.	TO 2 EO-1
A.2.b	Given a description of learning involving the use of a mediator, the M will be able to select the mediational device so employed.	EO-2
A.2.c.	The M will be able to select, from several paragraphs, the one which best discusses the advantages and/or disadvantages of massed vs. distributed practice.	EO-3
A.2.c.	Given a description of a learning task, the M will be able to select the best practice schedule to employ for maximization of learning from several schedules.	EO-4
A.3.	Given examples of pairs of learning tasks, the M will be able to identify those pairs in which positive transfer might be expected and those in which negative transfer might be expected.	TO 3
A.3.a.b.	The M will be able to select from several paragraphs, the one which best differentiates the concepts of positive and negative transfer.	EO-1

Outline Reference	Terminal and Enabling Objectives	
B.1.	Given a military situation in which an individual is unable to perform a task because he's forgotten what his instructions were, the M will select the probable cause of the loss of retention, from several choices. (Based on his knowledge of competition and inadequate original learning)	TO 4
B.1.2.	Given several choices, the M will be able to identify the correct definition of retroactive inhibition.	EO-1
B.1.2.	Given several examples, the M will be able to select those in which loss of retention can be attributed to inadequate original learning.	EO-2
B.1.2.	Given several examples, the M will be able to select those which create a minimum or maximum loss of retention as a result of stimulus or response factors.	EO-3
B.2.	Given a description of a learning task the M will be able to select from several choices the approach most likely to promote retention. (Based upon the principles of review and mediation)	TO 5
B.3.	Given several choices, the M will be able to select the correct principles of review for increasing retention.	EO-1

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART TWO

INDIVIDUAL BEHAVIOR

Segment V

Attention and Perception

WESTINGHOUSE LEARNING CORPORATION

Annaplis, Maryland

1971

ATTENTION AND PERCEPTION

A. Attention

1. Definition: Any observing response or orientational response in which the individual attends to or distinguishes specific stimulus elements from the general stimulus complex. Among the many stimuli which are within range psychologically, people respond or react only to those which are related to their present needs and interest. (Ruch, p. 295)

2. Innate factors which affect attention

   a. Characteristics of the sensory mechanisms

      1) Sensory discrimination is the first and limiting step in perception and attention. (Morgan, p. 300)

      2) Selective sensitivity: Sensory scales, e.g., pitch, color, visual angle (Morgan, p. 303)

   b. Organizational tendencies: There are certain characteristic ways of attending to stimuli which may be innate or learned at a very early age. These tendencies are responsible for common optical illusions.

      1) Grouping: The tendency to perceive different stimuli as being grouped into some pattern. (Ruch, p. 310)

      2) Figure ground perception: Objects may be seen to be standing out from or separate from the general background (Morgan, p. 311)

      3) Closure: Organizational tendency to fill in the gaps in stimulation so that stimulus is perceived as a whole object and not as disjointed parts, e.g., photograph printed in newspaper (Morgan, p. 312)

3. Attending responses are learned: Often the most important part of problem solving is learning to attend to the elements of the problem--not learning how to solve the problem.

   a. Discrimination training

      1) Learning the relationships between stimuli and how to discriminate between stimuli (Morgan, p. 210)

   b. Method

      1) Attending responses are shaped through discrimination training, e.g., an officer must learn to attend to specific characteristics of ships for purposes of accurate identification. (WLC)

         a) Method of simultaneous presentation

         b) Method of successive presentation

B. Perception

1. Definition: Perception goes beyond mere sensory reception by providing an interpretation of what is perceived. (Morgan, p. 229)

2. Characteristics of the perceiver that influence what is perceived. (Ruch, pp. 311-313)

   a. Past experience

      1) Stimulus generalization: Same reaction to stimuli that is similar but not same as original stimulus.

   b. Familiarity

      1) Frequency of previous experience or a knowledge of the stimuli (WLC)

   c. Set

      1) Willingness to respond to a stimulus in a restricted way because it bears similarity to previously encountered situations, thus ignoring a variety of alternate response possibilities, e.g., Luchin's water jar problem.

2) Advantages of set

a) Provides for a consistent pattern of action which often reduces the amount of time required for problem solution

3) Disadvantages of set

a) Reduces the variety of solutions which may be attempted and tends to limit the efficiency of solutions

3. The effect of attitudes on perception: A person tends to perceive selectively those which fit his attitudes and beliefs, and pays little attention to other factors. In this way, his or society's attitudes and beliefs are reinforced and strengthened rather than changed by perception. (Morgan, p. 539)

a. Internal needs (Morgan, p. 540)

1) Ego protection

2) Anxiety reduction

3) Ego gratification

4. Attitude preservation as a force in perception

a. Factors which avoid change in attitudes and beliefs

1) Selective interpretation

2) Avoidance or suppression of information (censorship)

3) Denial of source credibility

b. Social pressures (Morgan, p. 539)

1) Forms of social pressure

a) Maintain group identity (cultural background)

b) Conform to group consensus (social taboos)

c) Stereotyping and prejudice: Tendency to view the members of groups and organizations as having the same general characteristics (Morgan, pp. 553-558)

2) Origins of social pressure

a) Differential reinforcement, i.e., reinforcement of only those responses which are to be strengthened; eliminates undesired behavior, e.g., society establishes the contingencies so that people learn to respond to such things as school, family, self, etc., because of reinforcement for these perceptions. (One might say that a person perceives [responds covertly or overtly] in a certain way because he has been differentially reinforced for responding that way.)

b) Modeling

(1) The tendency of the child to imitate adult behavior

(2) Maintenance of socially approved role models.

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Outline Reference	Terminal and Enabling Objectives	
A.2.b.	When given an example which describes the perception of a given visual stimulus, the M will select the appropriate response alternative. (Based on his knowledge or organization tendencies)	TO 1
A.1	When asked to define attention, the M will be able to select the correct definition from several choices.	EO-1
A.1	When asked to identify the specific types of physical energies necessary for the excitation of each of the various senses, the M will select the appropriate paired response from several choices.	EO-2
A.3.	When given an example which illustrates the failure of an individual to attend to the elements of a problem, the M will be able to select, from several choices, the appropriate remedial action. (Using his knowledge of discrimination training techniques)	TO 2
A.3.c.	When given a description of a discrimination training exercise, the M will be able to select, from several choices, the method of presentation used in the example. (Successive presentation or simultaneous presentation)	EO-1
B.2.a.1.	When given an example in which a person misperceives a situation because it resembles a situation he previously encountered, the M will select, from several choices, the phrase which identifies the cause of the misperception. (Using his knowledge of stimulus generalization)	EO-2

Outline Reference	Terminal and Enabling Objectives	
B.2.b.	The M will be able to predict which of several given situations is most likely to be quickly perceived. (Based on information given as to the frequency of previous experience of each situation.	TO 2 EO-3
B.	When given several examples which illustrate failure of the observer to adequately perceive a situation, the M will select the phrase which identifies what each is an example of. (Based on his knowledge of conditioned learning set, social pressure)	TO 3
B.4.b.	When given a description of a misperceived social situation, the M will be able to select, from several choices, the appropriate social pressures underlying the perception.	EO-1
B.4.a.	Given a situation in which misperception is based on attitudinal bias, the M will be able to select, from several choices, the source of the bias.	EO-2
B.4.b.2)	When asked to identify which of several paragraphs correctly describes the development of a social pressure, the M will select the correct paragraph. (Based on his knowledge of differential reinforcement and modeling)	EO-3

Outline Reference	Terminal and Enabling Objectives	
B.2.c.	Given a problem situation which describes an officer who continues to respond in a consistent manner, even though changes have occurred which now render his initial solution either less effective or less efficient, the M will select, from several choices, the statement which best identifies the characteristics of the perceiver. (Based on his knowledge of set responding)	TO 3 EO-4
B.	Given an example of a military situation in which a subordinate has made an inappropriate response to an order, the M will select, from several choices, the paragraph which describes the most likely cause for the subordinate's perception	TO 4

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART TWO

INDIVIDUAL BEHAVIOR

Segment VI

Motivation

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

MOTIVATION

A. Drive Theories of Motivation

1. Definitions of need and drive

a. Need refers to an internal condition of deprivation; a lack or deficit within the individual. (Morgan, p. 57)

b. Drive refers to the "energized," aroused state of an organism which results from the condition of need. Drives are not observable; rather, the goal-directed behavior of the organism implies the presence of a drive. The term is often used interchangeably with need, but it has the further implication that a need supplies an impetus to behavior (Morgan, p. 57)

2. Primary and secondary drives (Rich, p. 377)

a. Primary (innate, unlearned) drives

1) Physiological (biological) drives

a) Physiological drives appear to originate in the organism's undeniable biological requirements.

b) Physiological drives arise out of changes in bodily conditions. When these changes disturb the "bodily balance" (homeostasis) the body reacts to regain, or to maintain, homeostasis.

c) Physiological drives motivate the behavior of the organism in directions which lead to required changes in the internal environment.

d) Physiological drives arise out of inherited structures; however, the ways in which drives are satisfied are greatly influenced by learning.

e) Hunger, thirst, pain, and sex are examples of primary physiological drives.

2) Psychological drives

a) Activity

b) Stimulation

c) Affection - contact comfort

b. Secondary (learned) drives

1) Secondary drives are acquired through learning.

2) It appears that the goals which satisfy these drives and the behavior which serves to obtain these goals are learned.

3) Secondary drives include fear (as a result of punishment) and many social behaviors, such as achievement and loyalty.

4) Secondary drives may become generalized

--When individual continues to respond after initial motive is passed

a) New sources of reinforcement come into play.

b) Initially--the behavior was maintained by punishment, but now by reinforcement.

c) Originally extrinsic reinforcement was used to maintain the behavior; now intrinsic reinforcement is used.

3. The motivation cycle construct (Morgan, p. 57)

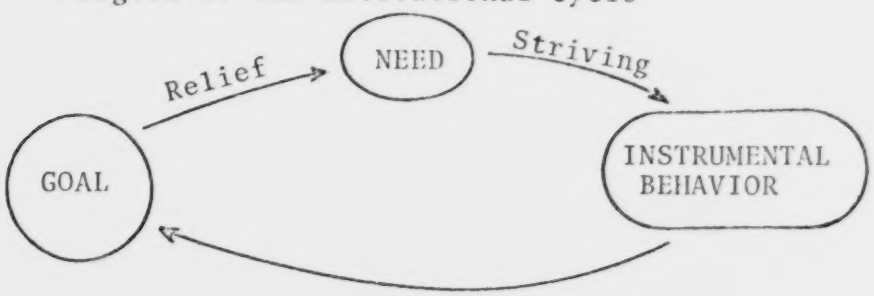
a. The three elements of the motivation cycle

1) Deprivation or condition of need

2) Instrumental behavior

3) Reinforcement or goal attainment

b. Diagram of the motivational cycle



This diagram illustrates the three stages of the motivational cycle. Motivation begins with a need. This gives rise to instrumental behavior which, if successful, leads to a goal. This, in turn, relieves the need.

4. Conditions affect drive strength

   a. Deprivation--satiation

   b. Perceive attainability of goal

   c. Generalized achievement drives

5. Miller and Dollard's (1945) drive theory

   a. The basic paradigm: In order to learn something, an individual must want something (drive), see something (cue), do something (response), and get something (reward).

   b. The four learning factors

      1) Drive: Any strong stimulus which impels action

      2) Cues: Stimuli which are discriminated as being the occasion for a response

      3) Response: Behavior which is instrumental in obtaining a reward

      4) Reward: An event which produces a reduction of drive

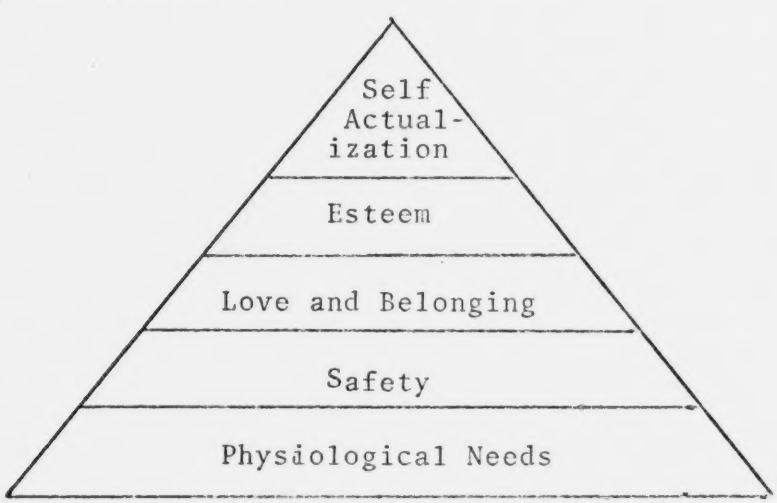
   c. An example of the application of this paradigm: An individual in an unfamiliar building has been without water for twelve hours. He searches for a faucet, and when he finds it, he has a drink. The individual's dry throat and other concomitants of thirst are the drive stimuli which impel the individual to search for water. The faucet is the cue for obtaining water. The response is a chain of events involving turning on the faucet and drinking. The reward is the reduction of a dry throat and other unpleasant symptoms of thirst.

The individual has probably learned where the water faucet is located. Such an analysis can be extended to more complex situations.

6. Maslow's (1954) hierarchical theory of motivation

   a. Maslow's hierarchy of human motivation assumes that human motives are arranged along a hierarchy of potency. These needs which have the greatest potency at any given time dominate behavior and demand satisfaction. The individual is "driven", so to speak, by a high-priority need. When the need is satisfied, a higher-order motive (or class of motives) makes its appearance, and so on to the top of the list (Chaplin and Krawiec, p. 346)

   b. Schematic representation of Maslow's hierarchical theory of motivation:



   c. If a lower-order need is not satisfied, the individual tends to become dominated by that need. For example: hunger is a basic physiological need; thus, the hungry man is dominated by hunger. His emotions, through perceptions and behavior in general, are use-occupied solely with getting food.

   d. The levels of needs

      1) Physiological needs: Food, water, sex, etc.

      2) Safety needs: Physical safety, social security (i.e., job security), etc.

3) Love and belongingness needs: The individual seeks friends, longs for affectionate relationships, strives to find a place in some group, etc.

4) Esteem needs: The desire for a firmly based and high evaluation of the self; a desire for strength, for mastery and competence leading to a feeling of independence and freedom

5) Self-actualization needs: If all the foregoing needs are satisfied, the need for self-actualization impels the individual to activity. "A musician must make music, an artist must paint, a poet must write if he is ultimately to be at peace with himself. What a man can be he must be. This need we may call self-actualization" (Maslow, p. 91)

e. Partial satisfaction: It is possible to partially satisfy certain needs or to temporarily postpone satisfying lower-order needs so next higher-order function may be considered.

f. Some important propositions and qualifications upon which the theory rests:

1) Means and ends: Maslow is trying to deal with the ultimate ends of human motivation, recognizing that the means of obtaining these may be quite varied. Our ultimate goals are often unconsciously held.

2) Multiple motivation: A single act of behavior may stem from several motivational sources. For example, sexual behavior may actually be the result of a desire to assure oneself of masculinity (or femininity, as the case may be), or of a desire to impress, or for closeness, friendliness for love, or for any combination of these.

3) Maslow reconizes the existence, in addition to the basic needs of human desires for knowledge, understanding and esthetic satisfaction, and says that these overlap the basic needs and cannot be sharply separated from them.

4) The hierarchy is not seen as a rigid order. In some people, for example, self-esteem seems to be more important than love. For others, creativeness becomes a stronger need than any other.

5) When a need has been long satisfied, it may become undervaluated, e.g., physiological needs in modern western nations.

6) The claim that a person will want the more basic of two needs when deprived in both does not necessarily imply that he will act upon his desires. Maslow stresses that there are many determinants of behavior other than the needs and desires.

7) Exceptions to the hierarchy are often caused by ideals, high social standards, high values, etc. Thus, a soldier might ignore the needs of safety to follow and ideal of patriotism, etc.

8) A need needn't be satisfied 100 per cent before the next need emerges.

> "In actual fact, most members of our society who are normal are partially satisfied in all their basic needs and partially unsatisfied in all their basic needs at the same time."
>
> As an individual goes up the hierarchy of prepotency, he would probably experience a decreasing percentage of satisfaction. For example, he may have 85 per cent of his physiological needs satisfied, 70 per cent of his safety needs, 50 per cent of his love needs, 40 per cent of his self-esteem needs and 10 per cent of his self-actualization needs.

9) The needs are not necessarily conscious or unconscious, but for the average person, they are more often unconscious.

g. Complex motives (Morgan and King, pp. 231-235)

Some of the more common complex motives in man are drives for affiliation, social approval, status, security, and chievement.

1) Affiliation: Human beings, by and large, are gregarious creatures; affiliation with other people is a goal that satisfies or can satisfy many different drives.

2) Social approval: Another common motive is to seek social approval for the things we do and to avoid doing things that evoke social disapproval.

3) Status: At its minimum, this is a motive to be thought well of, to have respectable standing among the people one knows, and not to be considered inferior.

4) Security: A feeling of security, or lack of it, is also an important motive, especially in modern complex societies.

5) Achievement: A motive to accomplish something, to succeed at what one undertakes, and to avoid failure is quite strong, particularly in the middle class in the United States.

h. Modification of motives by learning and maturation (Morgan, p. 88)

1) As one grows older one acquires new goals and new fears.

2) In addition, one learns many new ways to satisfy drives

3) Many simple drives are transformed into complex systems of motivation, e.g., the poor boy who earned his first pennies to ward off hunger and discomfort often continues to work day and night at amassing a large fortune long after he has acquired enough money to meet his physical needs.

B. Empirical Theories of Motivation

1. According to some psychologists (Skinner; Homme; Premack) the use of "drive" is unnecessary and superfluous in explaining motivated behavior.

2. These theorists prefer to describe learning in terms of its antecedent and consequent conditions.

a. Antecedent conditions are measurable environmental factors.

b. Consequent conditions are measurable descriptions of behavior.

3. Although the concept of drive is not utilized, it may be possible to predict the probability of the occurrence of certain (consequent) behaviors by specifying the antecedent conditions. For example: If an individual has not eaten in twelve hours (antecedent condition) there is a high probability that the individual will eat, if given food (consequent condition). There is no need to refer to a "hunger drive" to describe this situation.

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NOTE: In other segments it has been customary to designate one terminal objective for each major content division, and to specify a number of enabling objectives which define the prerequisite capabilities for each terminal objective. Since this segment is an introduction to different theories of motivation, it would be a desirable outcome of the instruction for the M to achieve the capability to analyze a given situation in terms of each of these theories. The first two terminal objectives, therefore, serve as a criterion measure of the M's ability to integrate all of the material in this segment. Satisfactory performance on each of the terminal objectives indicates that the M has mastered each of the enabling objectives; conversely, achievement of all the enabling objectives is prerequisite to satisfactory performance on each terminal objectives.

Outline Reference	Terminal and Enabling Objectives	
A.	Given a military situation involving motivated behavior where a certain task is to be accomplished the M will be able to:	TO 1
	a. Identify the primary and secondary drives operating on each individual in the situation.	
	b. Correctly identify the elements in the situation which correspond to the drives, instrumental behaviors and goals of the motivation cycle.	
	c. Correctly identify, in the appropriate order, the elements in the situation which correspond to Dollard and Miller's concepts of drive, cue, response and reward.	
	d. Correctly identify the type of needs (following Maslow's hierarchy) which are operating on each individual in the situation.	
	e. Correctly identify the antecedent and consequent conditions of the task.	
A & B	Given an example of a military situation in which a task is not being accomplished, although the men are capable of perform the task, the M will be able to:	TO 2
	a. Identify the primary and secondary drives operating on each individual in the situation.	
	b. Identify the relevant drives, cures, responses, and rewards in the situation and select a statement of a more efficient organization of the task. (Based on the rearrangement of these elements)	

Outline Reference	Terminal and Enabling Objectives	
	c. Identify which needs (according to Maslow) might not be satisfied in this situation and select a statement which most correctly describes methods by which these needs may be achieved.	TO 2
	d. Identify the structure of the task corresponding to the motivational cycle, and select the statements which correctly suggest a restructuring of the task to conform to the three stages of the motivational cycle.	
	e. Identify the antecedent and consequent conditions necessary for the completion of the task.	
A.1.	The M will be able to discriminate between needs and drives by correctly indicating which of several given statements applies to either needs drives, both of them, or neither of them. [Examples: a. Internal condition of deprivation (need) b. The condition of homeostasis (neither) c. "Energized" state of an organism (drive) d. May be measured (need) Implied by goal directed activity (drive).]	EO-1
A.2.	The M will be able to select from a number of alternatives the correct definition of "primary physiological drives." (This definition includes the following facts: Primary physiological drives; a. Are innate, unlearned	EO-2

Outline Reference	Terminal and Enabling Objectives	
	b. Originate in biological requirements	TO 2 EO-2
	c. Result from disturbances in homeostasis	
	d. Inherited, but can be modified by learning.	
	e. Motivate behavior to achieve homeostasis	
	f. Examples are hunger and thirst	
A.2.	The M will be able to select, from a number of alternatives, the correct definition of secondary drives. (This definition includes description of the following:	EO-3
	a. Acquired through learning	
	b. Satisfy learned goals	
	c. Include fear and many social behaviors, e.g., achievement and loyalty	
A.3.	Given a situation which clearly shows a behavior that is still present although the original motive is no longer present, the M will select, from several choices, the statement which explains why the behavior still exists. (In terms of the concept of generalized drive)	EO-4
A.3.	The M will be able to select, from a number of alternate statements, the correct description of the motivational cycle.	EO-5

Outline Reference	Terminal and Enabling Objectives	
A.5.	The M will be able to select from a number of alternatives a statement which correctly defines Dollard and Miller's motivation paradigm ("In order to learn something, an individual must want something, see something, do something, and get something.")	TO 2 EO-6
A.3.	Given an example of human motivation, the M will be able to select those elements of the situation which correspond to the three stages of the motivation cycle from several choices.	EO-7
A.4.	The M will be able to select, from several choices, the statement which best describes the relationship between drive strength and deprivation.	EO-7a
A.5.	Given an example of human motivation, the M will be able to identify those elements of the situation which correspond to Dollard and Miller's four elements of learning from several choices.	EO-8
A.5.	The M wil be able to select, from a number of alternatives, the correct order of potency of Maslow's hierarchy of motives. (As: a. Physiological needs b. Safety needs. c. Love and belongingness needs. d. Esteem needs. e. Self-actualization needs.)	EO-9

Outline Reference	Terminal and Enabling Objectives	
A.5.	Given an example of a situation in which a lower order need is unfulfilled the M will be able to select from several choices, the appropriate remedial action. (Based on Maslow's basic principle that "lower order needs should be fulfilled before higher order needs can be fulfilled.")	TO 2 EO-10
A.6.h.	When asked to identify motives which may change as a person grows older, the M will select from several choices those motives which illustrate this concept.	EO-11
B.1.	Given an example of human motivation the M will be able to identify from several choices, the antecedent and consequent conditions.	EO-12
B.3.	The M will be able to select a correct empirical (operational) definition of thirst from several choices.	EO-13
A.5.f.	Given several statements (both valid and nonvalid) concerning qualifications upon which Maslow's theory rests, the M will be able to select those statements which are valid.	TO 3
A.5.h.	Given a description of a drive or motive which changes after a period of time elapses, the M will be able to select from several choices some possible explanation as to why the drive or motive changed. (Based on the principle of maturation and learning)	TO 4

Outline Reference	Terminal and Enabling Objectives	
A.5.g.	Given names of the complex motives (affiliation, social approval, status, security, and achievement) and given a list of defining attributes, the M will be able to identify the correct defining attributes for each of the complex motives given.	TO 4 EO-1

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART TWO

INDIVIDUAL BEHAVIOR

Segment VII

Conflict

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

CONFLICT

A. Condition of Conflict

1. General definition: When an individual must choose one or the other of two goals or has both positive and negative feelings about a particular goal

2. Operational definition: When the situation is such that two incompatible responses are equal in strength

3. Conflict contingencies

   a. Approach-approach: Individual has two desirable but mutally exclusive goals, i.e., "cake and eat it too."

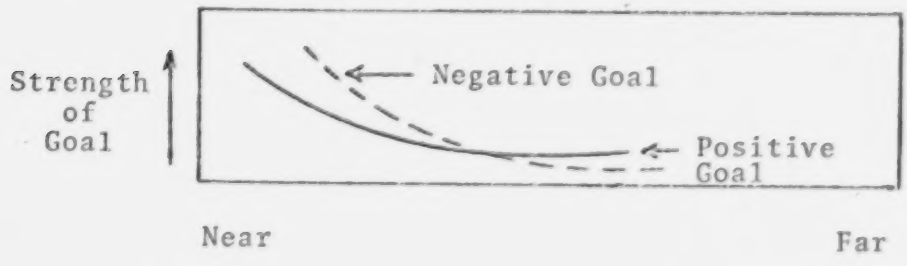
   b. Avoidance-avoidance: Individual has two undesirable goals and cannot avoid one without encountering the other, i.e., "devil and the deep blue sea."

   c. Approach-avoidance: An individual is both repelled and attracted by the same goal, e.g., an individual wants to go to the medical officer, but fears the consequences of such a visit.

   d. Double approach-avoidance: An individual has two or more alternatives, each having both attractive and undesirable features, examples: Marriage and a career; choice between two greatly different women for marriage.

4. Gradients of goal strength

   a. Construct: Example of approach-avoidance gradient:



b. Goal strength: The amount that a goal attracts or repels

1) The strength of a goal is stronger, the nearer one is to it.

2) Negative goals are stronger than positive, when near the goal; positive goals are stronger than negative, when at a distance from the goal.

B. Condition Which Thwarts Goal Oriented Behavior- Frustration

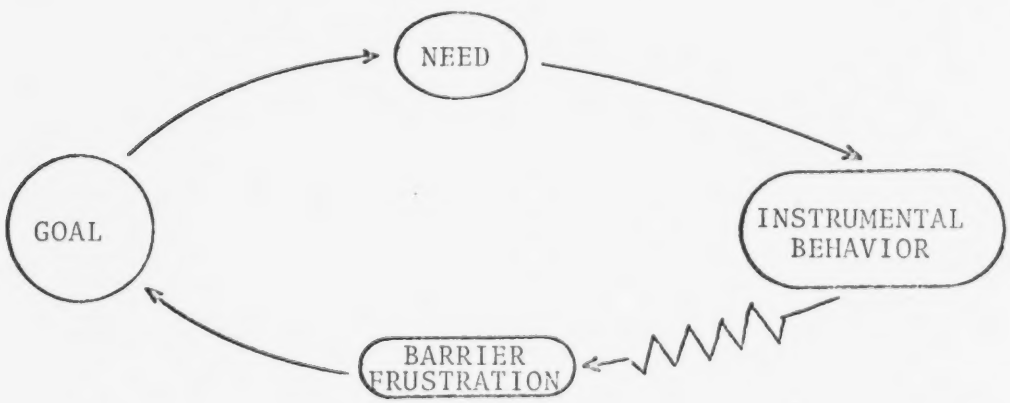
1. General definition: Anything that produces a barrier that thwarts the attainment of a goal

2. Operational definition (frustrating condition): Environmental condition that prevents the occurrence of the desired response, e.g.,

a. Wanting to read the morning newspaper, but finding it hasn't been delivered

b. Preparing to make first solo flight, but weather conditions interrupt for a week

3. View of frustration in terms of the motivational cycle:



4. The difference between frustration and deprivation: "...mere lack of satisfaction of a need is deprivation, but the thwarting of behavior directed toward a goal is frustration." (Morgan, p. 127)

C. Emotional Responses to Conflict

1. Fear: An acquired emotion associated with a situation that is perceived by an individual as threatening to his well-being and for which he does not have an adequate response. (Loree, 159-164)

   a. Acquisition of fear: Fear may be acquired through classical conditioning, through imitation, or as a result of unpleasant consequences of goal-directed behavior.

   b. Fears are modified by teaching skills needed to cope with situation or by counter-conditioning.

   c. Fear can serve as a drive.

2. Frustration: An individual's feeling of helplessness when no satisfactory solution to conflict can be observed.

   a. May act as a motive, but not the same as deprivation

3. Hostility: A feeling of anger growing out of a frustration and directed toward a conflicting or frustrating situation.

D. Ego Defense Reactions to Conflict

1. Aggression: Response to conflict in which the source of frustration or some substitute is attached

   a. Aggression can serve as drive.

   b. The value of direct aggression is that it can often overcome the difficulty or source of conflict, e.g., attack in battle, direct attack on frustrating situation, or blockage.

   c. Direct aggression is not of value when used in excess to that which would be expected from the frustrating situation--overreaction such as in excessive military escalation or civil riots.

2. Withdrawal (flight): Either physical or psychological avoidance or escape from conflict

   a. Physical withdrawal

      1) Escape: Leaving the scene of the situation; withdrawing, giving up the goal in approach-avoidance situations

      2) Avoidance: Anticipation of conflict and physical avoidance of the conflict situation

      3) Physical escape or avoidance may be an intelligent rather than cowardly defense reaction.

b. Psychological withdrawal

1) Repression: An unconscious unwillingness to remember a painful or ego-threatening situation

2) Suppression: A deliberate effort to forget by turning to other activities (WLC)

3) Fantasy: An escape from frustration through daydreaming (Ruch, pp. 469-470)

4) Nomadism: Moving from place to place to avoid conflict situations (WLC)

5) Regression: Retreat to an earlier, more secure, period of life (Ruch, pp. 471-472)

6) Alcohol or drugs (WLC)

3. Compromise: An individual partially gives in but without entirely relinquishing his original goal.

a. Substituation: Use of an alternate goal to gratify a motive

b. Reaction formation: Disguising of a motive so it is expressed in a form directly opposite to its original intent

c. Projection: An individual convinces himself that others have the thoughts and motives which he actually has himself

d. Rationalization: Process of devising seemingly logical explanations for a situation that would otherwise result in loss of social approval or self-esteem. (Ruch, pp. 463-475; Morgan, pp. 133-143)

4. Value of defense mechanisms (N-106, Handout-Lesson 7)

a. Their moderate use is a harmless and convenient way of disposing of minor conflicts.

b. Excessive use to avoid persistent and severe sources of conflict has two major weaknesses:

1) They fail to solve the underlying conflict of motives.

2) May get the individual into new difficulties with society which in turn frustrates other motives of the person

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Outline Reference	Terminal and Enabling Objectives	
A.	Given an example of a conflict situation, the M will be able to select, from several choices, the type of conflict demonstrated by the example.	TO 1
A.1.	The M will be able to identify the definition of conflict from several choices. (When an individual must choose one or the other of two goals, or has both positive and negative feelings about a particular goal	EO-1
A.2.	The M will be able to identify the operational definition of conflict from several choices. (Conflict occurs when the situation is such that two incompatible responses are equal in strength.)	EO-2
A.3.	Given several examples of conflict situations, the M will be able to select the conflict contingency in operation in each example. (The principle of approach-approach, avoidance-avoidance, approach-avoidance, and double approach-avoidance)	EO-3
A.4.	Given an example reflecting the behavior of a seaman in a conflict situation, the M will be able to select, from several choices, the paragraph which best explains the reasons for the behavior of the seaman in the conflict situation. (According to the rules of goal gradient behavior in conflict situations.)	TO 2
A.4.b	The M will be able to identify the characteristics of goal strength from several choices. a. The strength of a goal is stronger, the nearer one is to it. b. Negative goals are stronger than positive goals, when near the goal.	EO-1

Outline Reference	Terminal and Enabling Objectives	
	c. Positive goals are stronger than negative goals when at a distance from the goal.	TO 2 EO-1
A.4.	Given graphs of goal gradients, the M will be able to identify the characteristics of goal strength operating in each.	EO-2
B.	Given a description of a situation in which an individual fails to complete a task, the M will evaluate the situation and identify the reason for the failure to complete the task. (According to the principle of either conflict or frustration.)	TO 3
B.1.	The M will be able to identify from several choices the general definition of frustration. (Anything that may act as a barrier to thwart the attainment of a goal)	EO-1
B.2.	The M Will be able to identify the operational definition of a frustrating condition. (An environmental condition or conditions that prevent the occurrence of a desired response)	EO-2
C.	Given a description of an individual's behavior in a situation, the M will be able to select from several choices the type of emotional response displayed by the individual. (Based on his understanding of fear, frustration, and hostility)	TO 4
C.1.	The M will be able to identify the correct definition of fear. (An acquired emotion associated with a situation which is perceived as threatening to the individual and for which he does not have an adequate response)	EO-1

Outline Reference	Terminal and Enabling Objectives	
C.1.b.	Given an example of how a fear is learned, the M will be able to select the best method for modifying the fear from several alternatives.	TO 4 EO-2
C.3.	Given several choices, the M will be able to select the paragraph which best describes the relationship between frustration and hostility.	EO-3
C.3.	Given a description of the behavior of a seaman in a conflict situation, the M will be able to select the defense reactions being used by the individual. (Based on his understanding of aggression, withdrawal, and compromise)	TO 5
D.	Given examples of aggressive behavior, the M will be able to discriminate constructive and destructive use of aggression. (Based on the criterion of removing the source of conflict or frustration)	EO-1
D.1.a.b.c.	Given an example of a conflict situation, the M will select, from several choices, the statement which best describes the appropriate use of a physical escape or avoidance defense reaction.	EO-2
D.2.b.	Given a list stating the types of psychological withdrawal (repression, suppression, fantasy, nomadism, regression), the M will be able to select, from several choices, the correct definition for each of the types present in the list.	EO-3
D.3.	Given a description of a situation in which an individual has compromised, the M will be able to select, from several choices, the type of compromise described. (Substitution, reaction formation, projection, rationalization)	EO-4

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART TWO

INDIVIDUAL BEHAVIOR

Segment VIII

Abnormal Behavior

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1971

ABNORMAL BEHAVIOR

INTRODUCTION

Purposes of this Segment are:

To become acquainted with various forms of abnormal behavior which the junior officer may encounter in the service;

To be able to recognize abnormal behavior patterns;

To understand the importance of referral of abnormal behavior cases to proper professional assistance.

A. Neurotic Reactions

1. General characteristics

a. Neurosis: Mental or personality disorder, less severe than a psychosis, in which a person is unusually anxious, miserable, troubled, or incapacitated in his work and his relations with others. Also called psychoneurosis.

b. A usually poorly adaptive method of solving personal or social problems.

c. Neurotic responses are generally controlled by negative reinforcements (Lundin). Adversive stimulus is usually the internally generated one of anxiety. Its temporary relief through the extinction of a neurotic response provides the negative reinforcement.

$$AS \longrightarrow R \longrightarrow \overline{AS}$$

anxiety over studying for test	go get some-thing to eat	while eating, anxiety is temporarily removed

It is the characteristic of neurotic behavior that the aversive condition is only temporarily removed. Negative reinforcement allows the individual to escape from the painful or fear-producing situation.

d. General method of treatment (WLC)

1) Alleviate the source of anxiety (often subconscious; so psychoanalysis helps)

2) Provide a more adaptive way to deal with the anxiety provoking stimuli (Reeducation is also an important part of psychotherapy.)

2. Anxiety reactions: Neuroses in which intense and observable anxiety is the principal symptom

a. Anxiety may be persistent and uncomfortably high or it may come as a sudden attack that lasts for a few hours or days.

b. Source of anxiety is usually unknown.

c. Anxiety may be manifested in physiological disturbances such as gastric disturbances and persistent diarrhea.

d. An anxious neurotic may sometimes find a little relief from his anxiety by adopting certain physical symptoms.

Hypochondrical: Excessively concerned with physical welfare or constantly complaining of minor ailments. Complaints are either groundless or grossly exaggerated. Concern with health redirects attention from anxiety provoking situation. Also has positive reinforcing consequences in provoking sympathetic response.

3. Phobic reactions: Neurosis in which acquired irrational fears are operating at a great intensity.

a. Some otherwise "normal" persons may have phobias, i.e., irrational fears. On the other hand, a phobia may be so powerful and irrational that it alters the course of a person's life, e.g., fear of women, fear of crowds.

b. There are many common and classifiable phobias. Some are:

1) Claustrophobia: Fear of small, enclosed places

2) Acrophobia: Fear of high places

3) Ochlophobia: Fear of crowds

4. Obsessive-compulsive reactions: Neurosis which includes either obsessive or compulsive, or obsessive-compulsive behavior

   a. Obsession: An idea that constantly intrudes into a person's thoughts

      1) Thoughts are usually foolish and groundless at the same time.

      2) Thoughts may be that person will kill himself or someone else, or that he has some dire ailment.

      3) In less extreme cases, senseless phrases or ideas may run through a person's mind persistently.

      4) Obsessions may represent a defense against some motive or idea, but the object is indeterminate.

   b. Compulsions: Acts, rather than ideas, that repeatedly intrude into a person's behavior. Examples: Constant handwashing, extreme orderliness, a resolve not to step on cracks in sidewalk, etc.; a form of avoidance learning with a high superstitious component (Ludin)

   c. Obsessions and compulsions are means of reducing anxieties while repressing the motives that arouse them. Examples:

      1) Obsession about cancer may result from anxiety over some past act or misconduct for which he may fear punishment.

      2) Compulsion to wash hands may stem from anxieties over a sexual transgression; handwashing represents the attempt to cleanse the guilt.

   d. Obsessive compulsive reactions may reduce anxiety only temporarily, but are means of keeping anxiety at bearable proportions.

   e. Source of anxiety for obsessive-compulsive reactions is generally deep-seated and can be identified only through psychotherapy.

B. Psychotic Reactions

Psychosis: A mental or personality disorder more sever than a neurosis and often requiring custodial care. Whereas the neurotic individual is characterized by anxiety or strenuous defenses against anxiety, the psychotic individual typically has lost considerable contact with reality.

1. Functional Psychoses: Psychoses which are generally considered to be psychological and not organic in origin.

   a. Affective reactions: Extremes of mood; also called manic-depressive psychosis. The mood may be either manic, depressive, or both.

      1) The manic individual is unduly active and elated.

         a) May exhibit obsessions and delusions

         b) Frequently is aggressive and obstreperous

      2) The depressed individual feels melancholy, worthless, guilty and hopeless.

         a) May cry a great deal, may talk of imagined sins, may refuse food and water, and refuse to dress and care for himself.

         b) Extremely depressed person may be on verge of suicide and must be watched closely.

      3) A manic-depressive psychosis is cyclical.

         a) For a period, the person is manic, then is depressed. May be rapid or over period of months.

         b) Almost any pattern of affective reactions may be encountered.

   b. Paranoid reactions: A psychosis marked with delusions and hallucinations.

      1) Hallucinations are imagined voices, music, sights, etc., which do not exist.

      2) Delusions are thoughts of grandeur or persecution.

3) Two factors in paranoid's adjustment are aggression and projection.

a) Attitudes, acts and thoughts are full of aggression.

b) Hallucinations and delusions represent projection to others of own aggressive impulses; therefore, he feels others are out to "get him."

c) Hallucinations and delusions are very elaborate.

c. Schizophrenic reactions: A psychosis marked by cutting oneself off from the real world and living in a fabricated world. Sometimes referred to as split personality.

1) Paranoid schizophrenia: marked by delusions and hallucinations

a) Delusions are usually of persecution.

b) Delusions are unsystematized, incoherent and not elaborately defended as in paranoid reactions per se.

2) Simple schizophrenia: A psychosis marked by indifference, apathy, irresponsibility, and withdrawal.

3) Catatonic schizophrenia: Psychosis marked by extreme negativism, muscular rigidity.

a) May completely ignore people and refuse to talk.

b) Is extremely muscularly rigid. Can maintain an absurd position for hours or days.

C. Primary Differences Between Neuroses and Psychoses (N-106)

PRIMARY DIFFERENCES BETWEEN THE PSYCHONEUROSES AND PSYCHOSES

Factor	Psychoneuroses	Psychoses
General Behavior	Mild degree of personality decompensation; reality contact impaired but patient not severely incapacitated in social functioning.	Severe degree of personality decompensation; reality contact markedly impaired; patient incapacitated in social functioning.
Nature of Symptoms	Wide range of psychosomatic complaints but no hallucinations or other markedly deviate behavior.	Wide range of psychosomatic symptoms and complaints with delusions, hallucinations, and other severely deviate behavior.
Orientation	Patient rarely loses orientation to environment.	Patient frequently loses orientation to environment.
Insight	Patient often has some insight into nature of his behavior.	Patient rarely has insight into nature of his behavior.
Social Aspects	Behavior rarely injurious or dangerous to patient or to society.	Behavior sometimes injurious or dangerous to patient or to society.
Treatment	Patient rarely needs institutional care; psychotherapy usually all treatment necessary.	Patient usually requires institutional care; shock and other somatic therapies in addition to psychotherapy frequently necessary.

D. Referral of Abnormal Behavior Cases

An officer should be able to recognize abnormal behavior patterns in order that he may make prompt referrals of such individuals to proper professionals.

He should also be aware of the Mental Hygiene facilities that are available in the Navy for the handling of abnormal behavior situations.

Above all, the junior officer should never, under any circumstances, attempt to play the role of "amateur psychologist" in dealing with his subordinates.

E. The Character Disorders

1. General characteristics

a. Lack of concern experienced by the individual; most persons of this type do not feel that they have character disorders.

b. Usually come to one's attention as a result of deviant behavior which brings them into trouble with their environment.

c. Cause of difficulty is in the nature of the individual rather than the existence of physical or psychosocial stress; disorders are marked to a greater extent by disturbances of behavior than by mental or emotional symptoms.

d. Disorders range from relatively mild conditions to some of the most serious forms of behavior disturbance.

e. In the military, the character disorder may exhibit one or more of the following:

1) Conflict with authority on frequent occasions

2) Difficulty in conforming to simple rules of conduct

3) Passive obstructionism

4) Difficulty in controlling behavior

5) Inability to profit from or immunity to the usual disciplinary measures

f. At Recruit Training Centers, approximately 6% of newly-enlisted men are character disorders; of this number, approximately 1/2 are identified and eliminated from the service at "Boot Camp."

2. Major Groups of Character Disorders

a. Personality Disturbances - individual has difficulty in maintaining his emotional equilibrium and independence even under minor stress; the distinguishing factor in these cases is basic personality maldevelopment.

b. Sociopathic Personalities - behavior disorders in which the person may appear to be intellectually quite normal, but at the same time be quite abnormal in other personality traits.

3. Examples of Personality Disturbances

a. The inadequate personality - shows inadaptability, ineptness, poor judgement, lack of physical and emotional stamina, social incompatibility; characterized by inadequate responses to everyday living. Example: "Sad Sack" in World War II.

b. The immature personality - relies upon infantile and childhood emotional reactions in order to solve problems. Example: husband who attempts to escape from family responsibilities by drinking with the "boys", chasing the girls; incapable of independent behavior, manipulates and coerces others to assume his responsibilities; lacks perseverance.

c. The emotionally unstable personality - unable to keep emotions under control; emotional life is erratic and unpredictable; struggles with his passive and aggressive needs. Examples: individual who seeks to avoid responsibility, who is indecisive, and who wants someone to protect and dominate him; person who is stubborn and resistive, mule-headed, sullen and spiteful, negativistic (aggressive in a non-active way); individual who carries the proverbial chip on his shoulder ("Nobody's going to push me around"), who takes every frustration as a personal affront, and who may react with irritability, temper outbursts, and destructive behavior.

d. The paranoid personality - dominant characteristics are suspiciousness, envy, jealousy, stubbornness; constantly questions motives of others; finds it difficult to form warm and close relationships with other people. Example: feels that salesclerk has shortchanged him or that people are trying to get the best of him.

e. The schizoid personality - the cold, aloof, emotionally detached individual who tends to be emotionally and intellectually independent of other people; somewhat seclusive and nonsocial; inclined to avoid both competition and cooperation; may show such serious disturbances that hospitalization becomes necessary. Example: person who has few friends and even these few do not get to know him well; frequently considered odd or peculiar; finds little satisfaction in face-to-face relationships.

4. Examples of Sociopathic Personalities

a. The antisocial personality - intelligence may be above average; may possess wit and charm and have facility for making people like him and trust him; at the same time, he is typically without scruples, without morals, and without a sense of guilt; seems always to be in trouble and does not profit from experience or punishment. Examples: the pathological liar; the "con" man; the swindler.

b. The sexual deviations

1) Exhibitionism - obtains relief from sexual tension by showing, or exhibiting, his body to other people; likely to expose himself at same place and at same time of day; seems to go out of his way to risk being caught. Example: Executive of an advertising firm was arrested after exposing himself at his office window to the girls who worked in the offices across the street.

An indirect form of Exhibitionism is the"telephone seducer" - a man who uses the phone as a shield while he exhibits himself symbolically through the use of language (usually obscene and in the form of sexual proposals to woman he has called).

2) Voyeurism - person receives his erotic satisfaction from "looking"; the observation of sexually arousing situations becomes a substitute for participation in such activities. Example: Concept of "Peeping Tom", Coventry, Lady Godiva is well established in the literature.

3) Homosexuality - love object is member of same sex; two major types:

a) Latent and unconscious; Example: may be reflected in embarrassment in undressing and taking showers in front of other people; not unusual for latent homosexuality to erupt into a panic reaction when man enters military service; such men become restless, disturbed, and anxious about the constant lack of privacy.

b) Overt and expressed type.

4) Transvestism - the wearing of the clothing of the opposite sex; may or may not be accompanied by overt homosexuality.

c. The addictions

1) Alcohol addiction - whereas the social drinker knows when to stop and is able to stop, the alcohol addictive is not able to stop; he drinks excessively, his drinking leads to intoxication, and his drinking becomes a preferred way to solve problems; the more or less regular intake of alcohol brings the drinker into conflict with family, friends, employers, and police; there is likely to be a deterioration of personal habits, a lack of regard for appearance, a blunting of emotional reactions, and an interference with realistic planning and foresight.

2) Drug addiction - has many points in common with alcohol addiction; basically, drug addict is one who finds effects of the drug to be a solution to his problems; the drug becomes so essential that he cannot face reality without it. Drug addict does not ordinarily "pass out" as does the alcoholic, and thus drug is not "self-limiting" as is alcohol; this is the real danger to the drug addict (overdose); he frequently can work at his job without an impairment of efficiency.

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Morgan, Clifford T., Introduction to Psychology. New York: McGraw-Hill Book Co., Inc., 1961.

N-106, Student Handbook, 1968, USNA.

Outline Reference	Terminal and Enabling Objectives	
A.	Given an example of neurotic behavior, the M will select, from several choices, the correct reason for the persistence of that behavior. (Based on the rule: Neurotic behavior is sustained through negative reinforcement which comes about as the result of temporary removal of the anxiety provoking condition.)	TO 1
A.1.a.	The M will be able to identify, from several choices, the general definition of neurosis. (A mental or personality disorder, less severe than a psychosis, in which a person is unusually anxious, miserable, troubled, or incapacitated in his work and his relations with others.)	EO-1
A.1.c.d.	The M will be able to identify, from several choices, the rule governing the difficulty in permanently removing neurotic symptoms. (The source of anxiety causing neurotic reactions is largely unconscious and usually requires phychoanalytic probing and reeducation in adaptive behavior.)	EO-2
A. & B.	Given examples of abnormal behavior, the M will be able to classify each as neurotic reactions or psychotic reactions. (Based on the distinction: The neurotic is overanxious and exhibits poor adaptive behavior, while the psychotic is out of touch with the real world and cannot function in society.)	TO 2

Outline Reference	Terminal and Enabling Objectives	
A.2.3.4.5.6	Given examples of neurotic behavior, the M will be able to classify each. (Anxiety reactions, phobic reactions, obsessive compulsive reactions)	TO 3
A.2.	The M will be able to identify the general characteristic of anxiety reactions from several choices. (Neurosis in which intense and observable anxiety is the principal symptom. Symptoms are manifested in physiological disturbances, such as gastric disturbances.)	EO-1
A.3.	Given an example of a situation in which a person is exhibiting an irrational fear, the M will identify the reaction from several choices (phobic reaction).	EO-2
A.4.a.b.	Given an example of a situation in which an individual is engaged in irrational repetitive behavior, the M will identify the neurotic reaction. (Obsessive compulsive)	EO-3
A.4.c.	The M will be able to identify the defense mechanism which, when used inappropriately, leads to obsessive-compulsive behavior from several choices. (Repression)	EO-4
C.	Given a list of statements concerning the characteristics of psychoneuroses and psychoses, the M will be able to identify the statements which apply to psychoneuroses and identify the statements which apply to psychoses. (see p. 2.8.6)	TO 4

Outline Reference	Terminal and Enabling Objectives	
D.	Given several choices, the M will be able to select the statement which best reflects the reason why the M should study abnormal behavior. (e.g., in order to refer individuals needing help to a professional capable of dealing with the problem)	TO 5
E.	Given a list of statements, the M will select that which best describes a characteristic or manifestation of personality disturbances as one type of character disorder.	TO 6
E.	Given a list of statements, the M will select that which best describes a characteristic or manifestation of sociopathic personality as one type of character disorder.	TO 7

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART TWO

INDIVIDUAL BEHAVIOR

Segment IX

Personality

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

Personality

A. Views of Personality

1. As a social stimulus value: An individual's personality is evaluated in terms of the effectiveness with which he or she is able to elicit positive reactions from a variety of people under varying circumstances. (Ruch, pp. 111-112)

   a. Examples:

      1) We might say that Melody Gorgeous has a good "personality" because she is pleasant and fun to be with. She is a first-rate "drag."

      2) According to one of his professors, M Lancer has a "personality" problem. The professor means by this that Lancer doesn't have any close friends, or any dates, and has difficulty getting along with people.

2. As a complex of interacting traits: Personality is seen as the sum of all measurable characteristics of an individual.

   a. Examples:

      1) The same individual may be conservative about politics but liberal about spending money.

      2) The individual who is an introvert on the job may be an extrovert in other situations.

3. As self-image: Self-image is the kind of person one believes one's self to be, one's concept of self.

   a. An individual's self-concept guides his immediate behavior and influences further development of his personality.

   b. Examples:

      1) An individual acts in terms of what he believes he is, e.g., an individual believes he is clumsy and so acts clumsy.

      2) An individual's public role causes changes in his private self, e.g., an assumed role becomes a part of the self-concept. (Ruch, p. 112)

B. Theories of Personality

1. Psychoanalysis (Freud)

a. Conceives personality as structured in layers (three parts)

1) Id: Primitive, irrational, and unconscious part

2) Ego: Rational part, acts as regulator of id

3) Super-ego: Part corresponding roughly to the "conscience."

b. Personality development

1) Composed of childhood stages:

a) Oral

b) Anal

c) Phallic-Oedipal

d) Genital

2) Deprivation or trauma during any one of these stages may later result in a fixation on the particular stage, causing maladjustment. (Ruch, pp. 119-121; Skinner, pp. 283-285; Morgan, pp. 489-491)

2. Self-actualization (Maslow): Advocates that there is an innate tendency in man toward realization of full potential of human organism...self-actualization.

a. Arranges inborn needs according to hierarchy of priorities, biological needs having the highest priority, self-actualization having the lowest.

b. Some characteristics of self-actualized persons: (Ruch, p. 126)

1) Can perceive reality more effectively than most people do and adjust to it easily.

2) Can accept themselves and their various characteristics with little guilt or anxiety and, at the same time can readily accept others.

3) Are problem-centered, not self-centered

4) Are capable of a deep appreciation for the basic experiences of life, even of things they have done or seen many times before.

5) Have a deep social interest and identify sympathetically with mankind.

6) Are democratic in attitudes toward others, showing respect for all people regardless of race, creed, etc.

7) Have a good sense of humor, tending to be philosophical and nonhostile in their sense of humor.

8) Are highly creative

3. Transactional analysis (Berne, pp. 26-43)

a. Classifies personality according to three ego states, each of which is governed by a psychic function.

1) Archaeopsychic function: Ego state in which one tends to react abruptly, on the basis of pre-logical thinking and poorly differentiated or distorted perceptions, as does a child.

2) Neopsychic function: Ego state in which one is principally concerned with transforming stimuli into pieces of information and processing and filing that information on the basis of previous experience (reality-testing), as does an adult.

3) Exteropsychic function: Ego state in which one is judgmental in an imitative way and seeks to enforce borrowed standards, as a child envisions a parent.

b. Personality development

1) Any one, or all, of the ego states may be exhibited in an individual's sponteneous behavior.

2) Deprivation, punishment or reinforcement for or during any function can result in a fixation on any function, causing maladjustment.

4. Personality as behavior modification (Holland and Skinner, pp. 308-333; Lundin, pp. 1-3; 12, 13).

   a. Behavioral definition of personality: That organization of unique behavior equipment that each individual has acquired under the special conditions of his development (Lundin, p. 2)

   b. Personality and learning theory

      1) The vast majority of man's behavior is learned and a basic understanding of personality comes first from observations of how and under what conditions behavior is acquired.

      2) Personality differences among men exist, in part, because of each person's unique environment and history of learning and development.

   c. Some personality determinants, according to learning theory

      1) Reinforcement: Tends to strengthen behavior

      2) Punishment: Tends to temporarily suppress behavior but can also strengthen behavior which removes punishment and allows for escape or avoidance

      3) Extinction: Tends to weaken or completely eliminate behavior

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Morgan, Clifford T. Introduction to Psychology. New York: McGraw-Hill Book Company, Inc., 1961.

Ruch, Floyd L., Psychology and Life. Glenview, Ill.: Scott, Foresman and Company, 1967.

Skinner, B. F. Science and Human Behavior. New York: The Free Press, 1965.

Outline Reference	Terminal and Enabling Objectives	
A.	Given the instruction to compare the different views of personality (taken from the three views of personality which introduce this segment), the M will be able to identify, from several choices, the paragraph which best compares these views of personality.	TO 1
A.1.	Given several examples which illustrate personality views, the M will be able to identify the example which illustrates the personality view of social stimulus value.	EO-1
A.3.	The M will be able to identify from several choices, the statement which correctly defines self-image.	EO-2
A.3.a.b.	Given an example of an individual's behavior pattern in a military situation, the M will be able to identify, from several choices, the self-concept of the individual. (Based on his knowledge of the principle. An individual's self-concept guides his immediate behavior and further personality development.)	EO-3
B.1.2.3.4.	Given the instruction to compare and contrast the major personality theories (psychoanalytic, self-actualization, transactional analysis and behavioral), The M will be able to identify, from several choices, the paragraph which correctly compares and contrasts the four theories.	TO 2

Outline Reference	Terminal and Enabling Objectives	
B.1.	Given an analysis of an individual's personality explained in psychoanalytical terms, the M will be able to identify, from several choices, the theory employed for analysis. (Freudian)	TO 3
B.1.a.	Given a description of an individual's behavior which illustrates action influenced by one of the components of Frued's personality structure, the M will be able to identify the influencing personality structure from several alternatives.	EO-1
B.1.b.1)2)	The M will be able to identify, from several choices, the paragraph which explains how personality maladjustment occurs, according to Freudian theory.	EO-2
B.2.	Given an analysis of an individual's personality (described according to self-actualization theory), the M will be able to identify the theory used in the analysis. (Maslovian)	TO 4
B.2.b.	The M will be able to identify personality characteristics Maslow found in self-actualizing individuals from a list of alternatives. Self-actualizing individuals: a. Demonstrate an efficient perception and acceptance of reality. b. Accept themselves and others. c. Have a problem-centered rather than a self-centered orientation to life.	EO-1

Outline Reference	Terminal and Enabling Objectives	
	d. Appreciate "basic goods of life" with continued freshness and pleasure.	TO 4 EO-1
	e. Are able to identify with mankind.	
	f. Are democratic.	
	g. Possess a well-developed and unhostile sense of humor.	
	h. Are creative.	
B.3.	Given an analysis of an individual's personality (explained in transactional analysis terms), the M will be able to identify the theory basic to the analysis from several alternatives. (Berne)	TO 5
B.3.a.	Given a description of personality which corresponds to one of the components of Berne's personality structure, the M will be able to identify, from several choices, the component of personality structure described.	EO-1
B.4.	The M will be able to identify, from several choices, the paragraph which describes the relationship between personality and behavior--learning theory.	TO 6

Outline Reference	Terminal and Enabling Objectives	
B.4.a.	The M will be able to identify, from several choices, the definition of personality as employed by behavior modification theory. ("That organization of unique behavior equipment that each individual has acquired under the special conditions of his development")	TO 6 EO-1
B.4.c.	The M will be able to identify, from several alternatives, examples of the determinants of personality that best characterizes the reasons why there are basic personality differences between men.	EO-2